



Newsletter
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Reading News

What **letter** did you learn this week? (**n**). What **keys** did you learn to read and spell? (**an, od, om & og**). When you are asking your child what new key was for the day, also have them tell you some words that have that key in them. Don't just ask them to tell you that **og** was the new key. Have them tell you some words with the key. For example: **dog, hog, smog**, etc. Are you reviewing the circle words with your child? These words are frequently used words that your child will see over and over again while reading. It is important to review these words with your child because many of these words do not follow a "rule." For example, you can't sound out the word 'one' because it doesn't follow phonetic rules. It would be very beneficial for your child to recognize these words now. The **sight words** that we learned this week are the following: **on, by, purple, no, up, down, black, white, what, for & are**.

So what do you think of the key stories? I will warn you that they can be a little dull, but I hope you can see how important they are. These simple stories will give confidence to those children who think they can't read. Every child should be able to read every word in a key story because every word is either a key word or circle word. I do hope that you take a few minutes to let your child "read" these stories to you. You can even save them and make a little book out of them. I have been encouraging the children to be your "teacher." After they read the key story to you, they are suppose to ask you things such as find me an **at** word in the story or what is the circle word in the first sentence?

We have been working with word syllables. You can practice this at home by giving your child a word and ask them how many "parts" (syllables) are in it. For example, **daylight** (2 syllables). It is also helpful to have them clap out the syllables as they say the word. As you do this, you can add a twist to it. After the word is given, have your child say it again, but leave off either the beginning or ending part. An example of this would be, "Say daylight. Say it again, but don't say day." Your child's response should be 'light.'

Here is what we will be working on next week:

Monday— No School

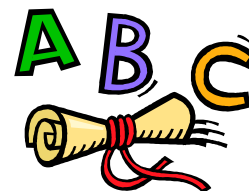
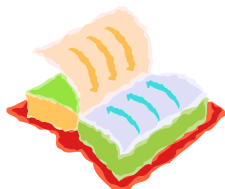
Tuesday— No School

Wednesday— S/S-p, key-**ap**, circle words-in & brown

Thursday— S/S-review, key-**op**, circle words-must & say

Friday—**Fridays are always set aside to review the week's work and to take a sound symbol and key test. When your child gets home each day, don't just ask, "What did you learn today?" Be specific.**

- Ask questions like:
1. Can you give me a word with the **og** key?
 2. Can you give me a word that begins with the "n" sound?"
 3. Please write the word "**dog**" in cursive for me?
 4. What is the key in **log**?



Please practice the letters we have gone over in class (**a, t, c, d, l, m, t, h, s, g, o, & n**). Your child should be able to make these letters using the correct **language of instruction** to form them. Once we have learned how to make a letter in cursive they are expected to write that letter in cursive. Your child should be able to make these letters using the **correct language of instruction** to form them. Letters need to be made the correct size. It is important that each day that a new letter is taught it needs to be reinforced at home. Some children are having trouble making the letters correctly. Please practice the letter of the day and the old letters we have covered. It is also important that letters be connected to one another correctly. That is something that should also be practiced and reinforced at home.



Math News

This week we created a birthday graph and started our groundwork for addition and subtraction. The first step is to develop the “concept of number.” The first number we worked with was 4. To develop the concept of the number 4 we played a game called “The Hand Game.” The children had 4 beans. A certain number of beans went in one hand and the rest in the other. One hand gets opened and then the other. As this happens, the children say what they see. For example, if there are 3 beans in one hand and 1 bean in the other, the children would say, “three and one is four.” All this learning going on and the children don’t even realize it. This is an easy activity that can be done at home with any small object. The number 5 was developed with a similar game. The beans were under a bowl this time instead of in our hands. We will then move on to developing addition and subtraction skills by telling exciting word problems. As the problem is given, the children use manipulative to find the answer. An example of this would be me telling them a story about the family of 6 fish that swam all the way to tropical waters to visit grandma and grandpa. By using the goldfish crackers, they can tell me that now there are 8 fish having dinner at the Seaweed Inn. These stories are fun and sometimes silly, but they are very important. They are the building blocks to a strong addition foundation. Try to make some stories up at home with your child. The main thing is that you do it, but have fun while you do. All of these activities can be done at home with any object. Start practicing at home!

We will continue with these concepts next week. ☺

Theme Time News

This week we learned about the four seasons. We discussed the changes in the seasons. We found that by looking at the plants, animals, and people we can get clues as to which season it is. If flowers are blooming, baby animals are born, and people are wearing light jackets then it is spring. If it is terribly hot, the tree leaves are green, people are wearing shorts and animals are growing bigger then it is summer. The point is that there are many clues to help us recognize the season. We sang songs, read books, and did a variety of activities to help us learn about different seasonal signs and symbols. We discovered that each of the four seasons is unique.

Next week we will spend time learning about fall (autumn). We will be doing activities related solely to this season. We will fit in some fun art projects. Your child should be able to list a number of characteristics about fall. Be sure to ask all about it.

Please join the PTO! They do a lot to help the school and your child’s class. We are hoping for 100% participation.

Homework that goes home on Friday in the HJB folder comes back the following Friday!!!! Please fill in the form that shows what books your child has been reading. **Please sign it and have your child sign the form.** You may put down the key stories that your child has read to you at home. It is also wonderful to read to your child and record that on the log. **Daily green folders come back and forth to school each day.**

Have a wonder"fall" autumn

Important Dates in September

23rd –First Day of Fall

26-27th-No School

30th- Sock Hop 7-8:30 pm

